



What evaluation procedures must be followed in order to determine a child's eligibility for services under Part B of IDEA?

Before providing special education and related services to a child with a disability, each school district/public agency must conduct a full and individual evaluation. This includes at a minimum the following factors:

- Tests and other evaluation materials must be selected and administered so as not to be discriminatory on a racial or cultural basis. These must be provided and administered in the child's native language or other mode of communication unless it is clearly not feasible to do so;
- Materials and procedures used to assess a child with limited English proficiency must be selected and administered to ensure that they measure the extent to which the child has a disability and needs special education rather than measuring the child's English language skills;
- A variety of assessment tools and strategies must be used to gather relevant functional and developmental information about the child, including information provided by the parent and information related to enabling the child to participate in appropriate activities. This information is used to assist in determining the child's eligibility and the content of the child's Individual Education Plan (IEP) or Individual Family Service Plan (IFSP);
- Any standardized tests that are given to a child must have been validated for the specific purpose for which they are used and must be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., qualifications of the person administering the test or the method of test administration) must be included in the evaluation report;
- Tests and other evaluation materials must include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient or screening score;
- Tests must be selected and administered to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results must accurately reflect the child's aptitude or achievement level or whatever factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure);
- No single procedure can be used as the sole criterion for determining eligibility and an appropriate educational program for the child;
- The child must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor ability;

- The evaluation must be sufficiently comprehensive to identify all the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified;
- The school district/public agency must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors;
- The school district/public agency must use assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child. (34 CFR 300.532).